

Challenge Grant II Program Evaluation Survey

This survey will become part of your county's Challenge II contract with the Board of Corrections. For purposes of this survey:

- “Program” refers to a defined set of interventions that will be given to a specified research sample in order to evaluate well-stated hypotheses.
- “Research Design” refers to the procedures you will use to test the stated hypotheses for your Program. In some instances you will have more than one Research Design for a Program, in which case a separate survey must be completed for each Research Design.
- “Project” refers to all the work that you propose to do with Challenge Grant II. For example, if you have two Programs and two Research Designs for each Program, the entire effort would constitute your Project (and you would complete four surveys).

To simplify the task of completing this survey, we refer you to several sources; 1) the initial Research Design Summary Form, 2) your Program’s responses to the technical compliance issues identified during the grant review, and 3) the Request for Additional Information form distributed at the Challenge II Evaluators Meeting on June 23, 1999. If no additional information was requested of a particular item on the Research Design Summary Form, enter the original text into the appropriate space below. If more information was requested, provide a more complete response. In either case, please provide the additional information requested by any follow-up question.

1.	County: El Dorado County	
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2. **Program Name:** Current Challenge Grant participants have found it useful to pick a name that helps them to create a Program identity (two examples are the “IDEA” Program and the “Home Run” Program). Indicate the title you will be using to refer to your Program.

TREC: TAHOE REPORTING and EDUCATION CENTER

3. **Treatment Interventions:** Describe the components of the Program that you will be evaluating. Another way of saying this is, “Describe how the ‘treatment’ juveniles (those in the Program) will be treated differently than the comparison juveniles (e.g., more intensive supervision, more thorough assessment, a wider range of services, more aggressive case management, better aftercare, etc.).”

Services will be received at a central location where there will be in-depth assessment and treatment to determine a blueprint of progress. The treatment intervention will have more

intensive supervision and aggressive case management than the comparison juveniles. Programs will include social skills, conflict resolution program, and inter-disciplinary case management,

3(a). The table below contains an exhaustive list of interventions that might be part of your Program. Use the appropriate number to distinguish the recipients, if any, of each of these interventions. If a particular intervention will not be part of your Program, please write a "0" in the box.

"1" - Treatment group only

"2" - Both groups with differences in specific intervention

"3" = Both groups with no differences in specific intervention

"4" = Comparison Group Only

1	Multi-disciplinary assessment to identify needs/plan interventions	1	Single point of entry/one-stop service center
1	Day Reporting Center	2	Multidisciplinary case management
0	Community Resource/Service Center	0	Restorative Justice Program
0	Neighborhood based prevention activities	0	Victim mediation/restoration
0	Teen Court	2	Institutional commitment
0	Neighborhood Accountability Boards	1	Transitional care
0	Victim advocacy	0	Voice tracking
1	On-site school	0	Community-oriented problem solving
2	Homework assistance	0	Reconciliation
0	Language proficiency development	3	Rigorous academic program
2	Monitor truancy through contact with schools	3	Tutoring
1	Probation officers on site: Prevention	0	ESL instruction
1	Probation officers on site: Intervention	0	Educational incentives
2	Social skills development	0	Mentoring
3	Life skills counseling	0	Life skills training
0	Youth leadership development	2	Swift and certain response
0	Parenting training - for youth	3	Emancipation skills training
2	Mental health counseling	3	Parenting training - for parents of youth
2	Family counseling	3	Sexual abuse counseling
2	Family counseling with involvement of extended family	0	Parenting counseling
3	Family conferencing	0	Parental prosecution
0	Family re-unification	0	Create multi-family support groups
0	Respite care	3	CPS referral
0	Family mentors	3	Medical services
0	Peer counseling	0	Physical therapy
2	Health education	2	Conflict resolution services
2	Conflict resolution training	3	Financial support
2	Anger management	0	Residential care
0	Finance management training	0	Clothing
0	Housing and food	0	Use of probation volunteers
3	Expedited case assignment and management	3	Vocational counseling
0	Community based restorative justice	3	Employment
0	Vocational training	0	Community service - paid
0	Job placement	3	Community service - unpaid
3	Pay restitution	3	Transportation
2	Intensive probation supervision	3	Behavioral contract
4	Probation supervision, not intensive	0	Speech therapy
0	Recreation activities	0	Outreach workers
1	After school programs	0	Other (Specify):

3	Crisis intervention	0	Other (Specify):
2	Electronic monitoring	0	Other (Specify):
3	Alcohol abuse counseling and support	0	Other (Specify):
3	Substance abuse counseling and support	0	Other (Specify):
2	Increase PO contact with other community agencies serving the family/youth (e.g., schools, mental health)	0	Other (Specify):

4. **Research Design:** Describe the Research Design that you will be using. Issues to be addressed here include the name of the design (e.g., true experimental design), the use of random assignment, and any special features that you will include in the design (e.g., the type of comparison group you will use for quasi-experimental designs).

The research design will be a True Experimental Design. Research subjects will be randomly selected for either participation or the control group from among those meeting the program criteria and placed on probation. It is expected there will be a cohort of 120 subjects per year who meet the criteria. (Since the first year commences in October, only 90 subjects are possible in year one. Only 20 will finish the follow-up period.) It is expected that there will be 60 subjects per year in each group for a total of 280 subjects over the three-year pilot program (140 pilot program participants and 140 in the control group). The evaluation will include a collection of baseline data for each youth fulfilling the selection criteria. Collection of outcome and treatment component measures will begin no more than 120 days after selection or when/if the youth terminates the program. Follow up data collection on each youth will occur 12 months post selection.

- 4a. Check (✓) the statement below that best describes your Research Design. If you find that you need to check more than one statement (e.g., True experimental and Quasi-experimental), you are using more than one Research Design and will need to complete a separate copy of the survey for the other design(s). Also, check the statements that describe the comparisons you will be making as part of your Research Design.

Research Design (Check One)	
<input checked="" type="checkbox"/>	True experimental with random assignment to treatment and comparison groups
<input type="checkbox"/>	Quasi-experimental with matched contemporaneous groups (treatment and comparison)
<input type="checkbox"/>	Quasi-experimental with matched historical group
<input type="checkbox"/>	Other (Specify)
Comparisons (Check all that apply)	
<input type="checkbox"/>	Post-Program, Single Assessment
<input type="checkbox"/>	Post-Program, Repeated Assessments (e.g., 6 and 12 months after program separation)
<input checked="" type="checkbox"/>	Pre-Post Assessment with Single Post-Program Assessment
<input type="checkbox"/>	Pre-Post Assessment with Repeated Post-Program Assessments (e.g., 6 and 12 months after program separation)
<input type="checkbox"/>	Other (Specify)

- 4b. If you are using a historical comparison group, describe how you will control for period and cohort effects.

No Historical Comparison group is being used in this evaluation design.

5. **Cost/Benefit Analysis:** Indicate by checking “yes” or “no” whether or not you will be conducting a Program cost/benefit analysis that includes at least: a) the cost per juvenile of providing the interventions to the treatment and comparison groups; b) the cost savings to your county represented by the effectiveness of the treatment interventions; and, c) your assessment of the program’s future (e.g., it will continue as is, be changed significantly, be dropped) given the results of the cost/benefit analysis.

Cost/Benefit Analysis	
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

- 5a. If you will perform a cost/benefit analysis, describe how that analysis will be performed.

The first step in determining cost benefit is the breaking down of program cost per day or per item. Through budgetary analysis the unit cost of individual and group treatments can be determined. Second, the cost of the outcome components will be determined by a unit cost study of services above standard treatment. This would include additional mental health, social welfare, conflict resolution skills, and juvenile justice services. At the end of the follow-up period, the utilization record will provide information on the type, frequency, and duration services received. The post treatment cost can be determined. The total cost per client served will be created by accounting for the unit cost of each service received by the juvenile in treatment follow-up period. These values will be included with outcome measures in multiple regression models to measure outcomes as a function of service use, child characteristics, stressors, and cost expended. Auto-correlation will be examined and incorporated in the models if present.

With the development of unit cost the total savings to the county will be determined with the outcome statistics. By comparing the cost of the services received during the program and follow-up to the cost of the services received by the control group the impact upon the county will be determined.

El Dorado has a successful track record of maximizing Juvenile Crime Grant Resources. Should TREC demonstration project prove to be successful, the agencies currently offering up in-kind services have pledged to continue this support, and the Juvenile Justice Coordinating Council will seek to secure on-going funding through the County general fund or other resources.

6. **Target Population:** This refers to the criteria that treatment and comparison subjects must meet in order to be able to participate in the research. Target criteria might include age, gender, risk level, legal history, wardship status, geographical area of residence, etc.

Please provide a detailed description of the criteria you will be using and how you will measure those criteria to determine eligibility (e.g., school failure as measured by suspensions/expulsions or by low grade point average)

The target criteria is 602 offenders who are residents of El Dorado County between 10 and 17 years of age who are second-time referrals to Probation or present a significant need (i.e. school expulsion) with two or more risk factors. All youth are at risk for incarceration or out-of-home placement and will be referred by the South Lake Tahoe Juvenile Court Judge.

- 6a. Describe any standardized instruments or procedures that will be used to determine eligibility for Program participation, and the eligibility criteria associated with each (e.g., "high risk" as measured by the XYZ risk assessment instrument, a score of "X" on the CASI, etc.).

High Risk 602 Offenders who are second-time referrals to probation or present significant need through presence of two risk factors, school attendance and substance abuse. Cases will be referred by the South Lake Tahoe Juvenile Court Judge.

7. **Sample Size:** This refers to the number of juveniles who will participate in the treatment and comparison samples during the entire course of the research. Of course, in any applied research program, subjects drop out for various reasons (e.g., moving out of the county, failure to complete the program, etc). In addition, there will probably be juveniles who participate in the Program you will be researching and not be part of the research sample (e.g., they may not meet one or more of the criteria for participation in the research, or they may enter into the Program too late for you to conduct the mandatory minimum of six months follow up of the juvenile after Program completion). **Using**

the table below, indicate the number of juveniles who will complete the treatment interventions or comparison group interventions, plus the minimum six months follow up period. This also will be the number of subjects that you will be including in your statistical hypothesis testing to evaluate the Program outcomes. Provide a breakdown of the sample sizes for each of the three Program years, as well as the total Program. Under **Unit of Analysis**, check the box that best describes the unit of analysis you will be using in your design.

Sample Sizes (Write the expected number in each group)			
Program Year	Treatment Group		Comparison Group
First Year	20		20
Second Year	60		60
Third Year	60		60
Total	140		140
Unit of Analysis (Check one)			
<input checked="" type="checkbox"/>	Individual Youth	<input type="checkbox"/>	Family
<input type="checkbox"/>	School	<input type="checkbox"/>	Geographic Area (e.g., neighborhood)
<input type="checkbox"/>	Other	<input type="checkbox"/>	Other:

8. **Key Dates:**

- “Program Operational” is the date that the first treatment subject will start in the Program.
- “Final Treatment Completion” is the date when the last treatment subject in the research sample will finish the interventions that constitute the Program (and before the start of the follow up period).
- “Final Follow Up Data” is the date when the last follow-up data will be gathered on a research subject (e.g., six months after the last subject completes the treatment interventions or whenever these data will become available).

Program Operational Date: 10/1/99

Final Treatment Completion Date: 6/30/02

Final Data Gathering Date: 07/15/02

9. **Matching Criteria:** Whether or not you are using a true experimental design, please indicate the variables that you will be tracking to assess comparability between the groups. Matching criteria might include: age, gender, ethnicity, socioeconomic status, criminal history, parental criminal history, etc.

No matching criteria. Will examine demographic and risk factor such as age, gender, ethnicity, offense group, school attendance.

The comparison group will be randomly selected from the same group as control.

- 9a. After each characteristic listed above, describe how it will be measured.

602 Offenders, age, gender, ethnicity, offense: Court Records

School attendance in proportion of enrolled days attending: school records

- 9b. Which of these characteristics, if unequally distributed between the treatment and comparison groups, would complicate or confound the tests of your hypotheses? How will you manage that problem?

True experimental design. No matching of cases. We will monitor gender, age and # of prior sustained petitions for sample comparison.

- 9c. If you are using an historical comparison group, describe how you will ensure comparability (in terms of target population and matching characteristics) between the groups.

N/A – not using a historical comparison group.

10. **Comparison Group:** The intent here is to document the kind of comparison group you will using. If you are using a true experimental design, the comparison group will be randomly selected from the same subject pool as the treatment

subjects - in that case enter "true experimental design" in the space below. However, for quasi-experimental designs, the comparison group might come from a number of different sources such as: matched schools, matched geographical areas, other matched counties, a matched historical group, etc.

Please identify the source of your comparison group.

TRUE EXPERIMENTAL DESIGN – research subjects will be randomly selected for either program participation or the control group from among those meeting the program criteria and placed on probation.

11. **Assessment Process:** The intent here is to summarize the assessment process that will determine the nature of the interventions that the juveniles in the treatment group will receive. For example, psychological testing, multi-agency and/or multi-disciplinary assessments, etc.

The assessment process will involve multi-agency and multi-disciplinary assessment. The team-approach will draw upon the skills, knowledge, and resources of three primary partners: The El Dorado Court Office of Education, Tahoe Youth and Family Services, and the El Dorado County Probation Department.

- 11a. Describe any standardized assessment instruments that will be administered to all treatment group subjects for the purposes of identifying appropriate interventions.

The El Dorado Office of Education will assess each participant for the grade level of education, GED (California High School Proficiency Examination), and/or independent study. Intake, exit, and follow-up educational status will be determined by number of credits attained, percent of enrolled days attending, and number of referrals for disciplinary action.

The Tahoe Youth and Family Services will assess each participant for alcohol/tobacco use and abuse, depression, suicidal ideation, and other mental issues using the SASSI (substance abuse subtle screening inventory), the Beck Depression Assessment, CASI, and the DSM-IV Multiaxial Evaluation.

The El Dorado Probation Department will assess each participant utilizing the Probation Juvenile Risk Assessment. Probation will also review each youth's probation and court records and will interview the minor and his/her parents in order to obtain a full offender profile.

- 11b. Identify, which assessment instruments, if any, will also be administered to comparison group subjects.

The El Dorado Probation Department review each youth's probation and court records and will interview the minor and his/her parents in order to obtain a full offender profile including education, learning problems, family makeup, gang association, and drug/alcohol problems.

The El Dorado Office of Education will assess each participant for the grade level of education, GED (California High School Proficiency Examination), and/or independent study. Intake, exit, and follow-up educational status will be determined by number of credits attained, percent of enrolled days attending, and number of referrals for disciplinary action.

12. **Treatment Group Eligibility:** Indicate the process by which juveniles will be selected into the pool from which treatment subjects will be chosen. This process might include referral by a judge, referral by a school official, referral by a law enforcement officer, administration of a risk assessment instrument, etc.

Referral from the South Lake Tahoe Juvenile Court Judge

13. **Comparison Group Eligibility:** Indicate the process by which juveniles will be selected into the pool from which comparison subjects will be chosen. For true experimental designs, this process will be the same as for treatment subjects.

Comparison subjects will be chosen will be the same process as the treatment subjects – referral from the South Lake Tahoe Juvenile Court Judge.

- 13a. If procedures for determining the eligibility of participants for the Comparison Group differ from those described in 12, please describe them. If different procedures are used, how will you ensure comparability of the two groups on critical characteristics?

No Difference in determining the eligibility.

Variable	Score/Scale	Additional Information	Significance Test
# of arrests	Count	From referral to completion of follow-up	Mean Difference, f-test
# Completing probation	Count	At end of follow-up	Mean Difference, f-test
# Paying Restitution	Count	At end of follow-up	Mean Difference, f-test
# Completing court ordered community service	Count	At end of follow-up	Mean Difference, f-test
# Attending school	Count	At end of follow-up	Mean Difference, f-test
# juveniles in placement	Count	At end of follow-up	Mean Difference, f-test
# juveniles incarcerated	Count	At end of follow-up	Mean Difference, f-test
Days in custody	Count	From referral to completion of follow-up	Mean Difference, f-test
# Completing counseling orders	Count	At end of treatment period	Mean Difference, f-test

14. **Outcome Variables:** In the table above, list some of the most important outcome variables that you are hypothesizing will be positively affected by your Program. Possibilities include grade point average, truancy, arrest rate, successful completion of probation, petitions sustained, alcohol and drug problems, risk classification, etc.
15. **Score/Scale:** To "measure" the effects produced by your Program, you must put the variable in question on some sort of measuring scale (e.g., a test score, a count of occurrences, a rating scale, a change score indicating education achievement progress). For each variable for which you are making a hypothesis, indicate in the table above the measurement that you will be statistically analyzing when you test your hypothesis.
16. **Additional Information:** To explain more fully how you intend to test your hypothesis, you might find it helpful to supply additional information. For example, you might intend to partition the data by gender or make differential hypotheses for different age ranges. Supplying "additional information" is optional; but if there is some aspect of the hypotheses testing that is important for us to know about, please supply it in this section in the table above.
- 16a. For each outcome variable that will not be measured by a standardized assessment procedure, describe the procedures that will be used. For instance, if your county has developed a risk-assessment tool that you will be using to measure change, please describe how it works.
17. **Significance Test:** In order for a statistical procedure to be the appropriate test of a particular hypothesis, certain assumptions must be met. It is critical at the outset of a research design to make sure that the measuring devices, measuring scales, samples, and methodology produce the kind of data that fit the requirements of the intended statistical procedure. In this section in the table above, please list your choice for the testing of your hypothesis, given the research design you have chosen, the measurement you will use, and the data you will be collecting.

- 14a. The table below contains an exhaustive list of the outcomes for which hypotheses have been developed by different Challenge II Programs. In the column to the left, check (✓) those outcomes that will be evaluated as part of your research design. For each such item, check the boxes to the right if you will also be collecting data for this variable for the period preceding program entry (Pre-Program) and/or for the period during program participation (During Program).

✓ Here if Applicable	Outcome	✓ Here if Data Will Also be Collected for Conduct/Status Prior to or During Program	
		Pre-Program	During Program
✓	Risk Factors	✓	✓
	Time to Complete Risk Assessment		
✓	Arrest/Referral (any)	✓	✓
✓	# of Arrests/Referrals	✓	✓
✓	Type(s) of Arrest(s)/Referral(s)	✓	✓
✓	Petitions Filed (any)	✓	✓
✓	Sustained Petitions (any)	✓	✓
✓	# of Sustained Petitions	✓	✓
✓	Type(s) of Sustained Petition(s)	✓	✓
✓	Adult Convictions (any)		✓
✓	# of Adult Convictions		✓
✓	Type(s) of Adult Convictions		✓
✓	Institutional Commitment (any)	✓	✓
✓	# of Institutional Commitments	✓	✓
✓	Commitment Time	✓	✓
	Completion of Institutional Commitment		
✓	Restitution Ordered	✓	✓
	Restitution Amount		
✓	Restitution Paid		
	Amount of Restitution Paid	✓	✓
✓	Court-Ordered Work		
	Court-Ordered Work Hours	✓	✓
✓	Court-Ordered Work Completed	✓	✓
	# of Court-Ordered Work Hours Completed		
✓	Court-Ordered Community Service	✓	✓
	Court-Ordered Community Service Hours		
✓	Court-Ordered Community Service Completed	✓	✓
	# of Court-Ordered Community Service Hours Completed		
✓	Education-Enrollment Status	✓	✓
✓	Education-Grade Level	✓	✓
✓	Education-Credits Earned	✓	✓
✓	Education-Grade Point Average	✓	✓
✓	Education-Expulsions	✓	✓
✓	Education-Suspensions	✓	✓
✓	Gang Involvement	✓	✓
✓	Alcohol Use	✓	✓
✓	Drug Use	✓	✓
✓	Runaway	✓	✓
✓	Wardship Status	✓	✓
✓	Informal Probation Status	✓	✓
	Contacts with Probation Officer		
	Family Functioning		
	Self Esteem		

	Use of Community Services		
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✓ Here if Applicable	Outcome	✓ Here if Data Will Also be Collected for Conduct/Status Prior to or During Program	
		Pre-Program	During Program
	Self-Protective/Avoidance Behavior		
	Client Satisfaction		
	Family Attitudes		
	Social Skills		
	Pregnancy/Child Birth Rate		
	Perceived Control Over Life		
	Community Attachment – Sense of Membership		
	Time to Initiate Supervision		
✓	Referrals to Community Agencies		✓
	Other (Specify):		
	Other (Specify):		
	Other (Specify):		
	Other (Specify):		
	Other (Specify):		

The following questions are supplemental to the Research Design Summary Form and will help us understand how you intend to manage data collected for this project.

18. What additional background information (if any) will be collected for the participants (both treatment and comparison)? For instance, will you gather information about family criminal background, drug involvement, parent attitudes, etc. If so, what will be collected and how?

Will be gathering family criminal background

19. How will the process evaluation be performed? What components will be addressed and how will they be measured (e.g., services available and frequency of use of those services by each participant)? What is the timeframe for gathering process-related information? What recording mechanisms will be used? If descriptive or statistical analyses will be performed, please describe what they will be.

The process evaluation will include:

Preparing data collection forms and database to capture all research data. All BOC variables and data relevant the research hypotheses will be captured in an access database with screens customized to match the data collection forms. Probation Department personnel will input this data at TREC. The data will be collected monthly and checked for accuracy by Elsan Associates personnel.

Reporting to the program personnel information regarding the intake measures, program activities, and outcome measures. Monthly intake and discharge lists with relevant information will be produced from the database.

Tracking and recording program implementation calendar, program modifications, and personnel changes.

Monitoring program implementation through interviewing department and CBO personnel and program participants.

Annual and semi annual reports of program components, participant status, outcome hypothesis will be prepared.

All reports required by the BOC will be produced.

20. Describe how you will document services received by the treatment and comparison group members. Examples are: how many family counseling sessions did the family attend, how intense (and by what measure) was the drug treatment, did the subject complete the interventions, etc.?

The multidisciplinary team will define each treatment. A record sheet will be developed including all possible treatments. As a youth progresses through the program s/he will have their treatment participation recorded as to whether they were assigned and they completed a treatment component. The control group Probation Officers will receive treatment definitions and a record sheet for each minor. The officer will record treatments received and return it to TREC at the end of the treatment period.

21. What will be the criteria for completion of the program? For instance, will the Program run for a specified amount of time irrespective of participants' growth or lack thereof? If so, how long? Alternatively, will completion be determined by the participants' having achieved a particular outcome? If so, what will that outcome(s) be and how will it be measured? Examples are decreased risk as measured by a particular instrument, improved academic performance, etc.

The program is defined as 3 months with an optional 1 month extension. Completion is measured by finishing the time interval.

22. If Program completion will be linked to probation terms, how will you record those terms and identify adequate completion? Examples include paying restitution, completing a work program, performing community service, etc.

23. On what basis will a subject be terminated from the Program and be deemed to have failed to complete the Program?

Subject will be terminated from the program and deemed to have failed the program if not at the center for more than 30 days. In this way, if a minor is returned to custody due to rule violation or other infraction for less than 30 days s/he may return to the treatment program. However, if that absence is greater than 30 days the minor would not be allowed to return and would be terminated from treatment.